Special Christmas Bonus Issue Limited Edition

NEW ZOO NEWS TWO

Vol.II, No: 8.5 (approx.) Toronto, Wed., December 21, 1966 Free

WEATHER:
Heavy cloud with brilliant sunshine. Wind, light from north-east, gusting to 46 m.p.h. Occasional smog, hail and snow. Minimum tonight 51°F; maximum tomorrow 13°F. No appreciable change. Long Range Forecast: There will be weather. "THE LONG RANGER"

EDITOR'S NOTE:
Unless contra-indicated, all contributors are anonymous or imaginary, as is the editor. No one, therefore, will take any responsibility for any misrepresentation which may have occurred. No claims for libel or slander will be considered under any circumstances.

EDITORIAL

This space is reserved for our "Leader"!

(S P A C E)

Unfortunately, our Leader is reserved and will not commit himself to this space.

"Take me to your leader"!

TRIBUTE TO THE FILM CREW:

I can speak as someone who has been in close contact with the people who made the film, and I must say that there have been some extremely touch-and-go moments during the three months of filming, editing, prop-designing, etc., —— even just figuring out how the film goes on the projector. I know that they all have enjoyed making the film, as they have already begun the planning for next year's "ZOOLOGY EPIC". (I've heard rumours that our directors and cast will be shooting for the Cannes Film Festival in 1967.) As a bystander, and on behalf of the other members of the Zoology Staff, I would like to congratulate all who made possible "THE MAILBOXES".

A Secretary

THE BIG WINNER ?

In a recent interview, Mr. Jack Confer told our reporter that he would not necessarily recommend winning the first cash prize in any of Bill Smith's gambling ventures. Apparently, after celebrating his own good fortune and consoling the losers, it cost him $40.00 (plus 50 cents fee) to win $20.00. It seems we losers don't know when we're well off.

PUBLIC NOTICES

ATTENTION EVERYBODY -

W A R N I N G : Stand by for re-vamping of General Office early in January. Get your free "maze maps" from Mr. Temple SOON (if you can find his office!).

* * * * *

THE TISSUE ISSUE .....

The results of a recent galloping* poll may be of interest. It was found that the situation with regard to the washrooms in the Ramsay Wright Building is unchanged. Apparently the only location where the tissue is readily available from the dispensers is the Men's Room on the Third Floor.

* In order to meet the press dead-line, we had to gallop — no time for "trots".

"EVENING SMIRK"

One graduate student to another, after demonstrating in an Embryo Pig Laboratory:
"Wouldn't a "Sow" go good now?"

CHURCH NOTICE

Our Administrative Officer told us recently that his previous experience, in air traffic control and mink farming, had proved invaluable training for his present position. We assume Mr. Temple must be dealing with some high-flying characters in this Department. As for mink farming, we can only speculate that he might have been hoping that a furry hat would have been included in the new uniform for the Air Division of the Canadian combined armed forces. .....?

PREPARE YOUR CONTRIBUTIONS NOW FOR NEXT YEAR'S ISSUE OF THE "NEWS".

A GUIDE TO THE INSECTS OF SCARBOROUGH TOWNSHIP

by B. E. Weckle

1. Chromatin condensed or diffuse, mitochondria round or ovate. Not as above, 5.

2. Zymogen granules present ..... Arctic froghopper, Arctos pipienlooper

3. Zymogen granules absent, tonofilaments long, short or missing
..... Concrete borer, Cementicus reticulitermes

4. Tonofilaments not as above, lysosomes smooth, endoplasmic reticulum rough
..... Agnostic mantis, Micromantis irreligiosa (Paul)

5. Lysosomes rough, endoplasmic reticulum smooth
..... Draggon fly, Drecunculus macroflamator

6. Desmosomes abundant or sparse
..... Firefly, Lucifera phosphorica (Eddy)

7. Desmosomes otherwise ..... Highland teensi tsetse, Ultraglossina sanguinata

8. Golgi complex simple ..... Potter wasp, Concretus readimixus (Portland)

9. Golgi complex complex ..... Satellite itch bug, Scabiei scabiei

10. Artifacts abundant, round or irregular, very electron-dense
..... Scarborough scarab, Excoprophagus neomorphus

EXAM TIME

.... ("Am I responsible for this, sir?")

"The vertebrate kidney is kidney-shaped."

"Adrenal-cortico-toxic hormone."

"In Ireland, the population has decreased to almost half of what it was in 1930, for it is a barren country and the people eat only beef and potatoes."

"Endoctrinal glands."

"If the vagus nerve of a frog is stimulated, the contraction of the heart slows down. This is caused by a slower heart-beat rate."

"DNA can reproduce itself in a bacteriophage. The phage attaches itself to the bacteria and injects its DNA. The bacteria is destroyed and several new phages (full of DNA) are produced out of the dead bacteria. Therefore DNA is a killer of bacteria."

"It is the synapse where the rapidity of the potential transmission is slowest."

"The secretions of the gonads bring about sexual maturity and the secondary sex characteristics such as strength, aggressiveness, and hairiness in males, and mammaries, large hips and gentler ways in females."

"This makes the cell membrane more acceptable to fatty solubles."

"The cell has intrusions imbedded in the cell."

"50% of the world's population live on 5% of the surface area, or conversely 5% of the population live on 57% of the earth's area."

UNCLASSIFIED ADS

Buy your Christmas cards, wrapping paper, cosmetics and beauty aids NOW. Representatives always on hand in General Office. Other services also available

* * * * *

Unhappy? ... Not satisfied with your lot? Make an appointment NOW for a trial run with one of our demonstrators.

UNCLASSIFIED (cont'd.)

Animal Room Attendant needed for washing cages, floors and three technicians.

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"POLICE SHOOT AT DEMONSTRATORS". Anyone having knowledge of this event should contact the Graduate Secretary IMMEDIATELY.

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A BRIEF HISTORY OF SCHOLARLY PUBLISHING

50,000 B.C. Stone Age publisher demands that all manuscripts be double-spaced, and hacked on one side of stone only.

1455 Johann Gutenberg applies to Ford Foundation for money to buy umlauts. First subsidized publishing v nture.

1483 Invention of ibid.

1507 First use of the circumlocution.

1859 "Without whom" is used for first time in list of acknowledgments.

1888 Martyrdom of Ralph Thwaites, an author who deletes 503 commas from his galleys and is stoned by a copy-editor.

1897 Famous old university in England announces that its Urdu dictionary has been in print 400 years. Entire edition, accidentally misplaced by a shipping clerk in 1497, is found during quadricentennial inventory.

1901 First free desk copy distributed. (Known as Black Thursday.)

1916 First successful divorce case based on failure of author to thank his wife, in the foreward of his book, for typing the manuscript.

1927 Minor official in publishing house, who suggests that his firm issue books in gay paper covers and market them through drug stores, is passed over for promotion.

1928 Early use of the ambiguous rejection letter, beginning, "While we have many good things to say about your manuscript, we feel that we are not now in a position ...."

1934 Bookstore sends for two copies of Gleep's Origin of Leases from University Press, and instead receives three copies of Darwin's Storage of Fleeces plus half of stale peanut butter sandwich from stockroom clerk's lunch. Beginning of famous Brentano Rebellion, resulting in temporary improvement in shipping practices.

1952 Scholarly writing begins to pay. Professor Harley Biddle's publishing contract provides for royalty on his book after 1000 copies have been sold to defray printing costs. Total sales: 1009 copies.

1961 Important case of Dulany v. McDaniel, in which Judge Kelley rules that to call a doctoral dissertation a nonbook is libelous per se.

1962 Copy-editors' anthem, "Revise or Delete," is first sung at national convention. Quarrel over hyphen in second stanza delays official acceptance.

by DONALD D. JACKSON

(Editor, Univ. Ill. Press; reprinted from Scholarly Books in America, May-July, 1961, and Sept., 1962 issues.)

WHAT IS WOMAN??

Symbol: Wo.

Atomic Weight: Variable, usually around 110 lbs.

Occurrences: Found whenever man is found, seldom in the free state.

Physical Properties: Generally rounded in form. Boils at nothing and may freeze any minute. Melts when treated properly. Very bitter if not used well.

Chemical Properties: Very active. Possesses great affinity for Gold, Silver, Platinum and Precious Stones. Violent reactions when left alone. Able to absorb great amounts of food. Turns green when placed beside a better-looking specimen. Ages rapidly without cosmetic attachments.

Uses: Highly ornamental. Useful as a tonic in accelarating low spirits. Equalizes the distribution of wealth. Is probably the most powerful income-reducing agent known.

Caution: Highly explosive in inexperienced hands.

IMPORTANT NOTICE

To those contemplating the use of the FOOD, COFFEE and COLD DRINKS MACHINES, a few basic rules are offered below; failure to observe these could result in starvation and/or dehydration:

1. BE PREPARED - Make sure you have at least 5 nickels, 16 dimes, 3 quarters, glass cutter, and a pair of pliers.
2. As you approach you will be able to see if your journey has been worthwhile. DO NOT DESPAIR, there is always one, lone, indefinable sandwich.
3. PROCEED WITH CAUTION - Put in a combination of change. Listen for rattling sound; pick your coins out of the coin return trough; TRY AGAIN!
4. Once you have successfully lost your money into the bowels of the machine, press the RIGHT button.
5. When the noise subsides, advance quickly. YOU ARE NOT SURE HOW LONG THAT LITTLE DOOR WILL REMAIN UNLOCKED.
6. Try and remove your sandwich. DO NOT PANIC!
7. If necessary, locate someone with right-angled wrists and narrow, rectangular hands.
8. Since you are now the proud possessor of a corned beef (?) sandwich, you can deposit it somewhere (or perhaps sell it).
9. The Coffee Machine .... GOOD LUCK!

"I. LEICH-FUDE"

ESCAPE MECHANISMS?

"Most educational discussions become, sooner or later, a desperate attempt to escape from the problem. This is often done clumsily, causing unnecessary embarrassment and leaving the group without the comfortable feeling of having disposed of the problem. A 'cultural lag' is evident in this situation. Educational leaders have long since worked out an adequate battery of techniques for dodging the issue.

In the course of a misspent youth, the writer and his friends have sat at the feet of many eminent practitioners of this art and have compiled a list of their devices. This list, of course, is only tentative, partial, incomplete, a mere beginning, etc., but it should at least give group leaders a command of alternative modes of retreat, enabling them to withdraw their forces gracefully and leave the problem baffled and helpless. In the interest of promoting the Christian spirit, we must dispense with acknowledging the sources of the following items. Additions to the list will be gratefully received.

1. Find a scape-goat and ride him. Teachers can always blame administrators, administrators can blame teachers, both can blame parents, and everyone can blame the social order.
2. Profess not to have the answer. This lets you out of having any answer.
3. Say that we must not move too rapidly. This avoids the necessity of getting started.
4. For every proposal, set up an opposite and conclude that the 'middle ground' (no motion whatever) represents the wisest course of action.
5. Point out that an attempt to reach a conclusion is only a futile 'quest for certainty'. Doubt and indecision 'promote growth'.
6. When in a tight place, say something which the group cannot understand.
7. Look slightly embarrassed when the problem is brought up. Hint that it is in bad taste or too elementary for mature consideration or that any discussion of it is likely to be misinterpreted by outsiders.
8. Say that the problem 'cannot be separated' from other problems; therefore, no problem can be solved until all other problems have been solved.
9. Carry the problem into other fields; show that it exists everywhere, hence is of no concern.
10. Point out that those who see the problem do so by virtue of personality traits: e.g., they are unhappy and transfer their dissatisfaction to the area under discussion.
11. Ask what is meant by the question. When it is clarified, there will be no time left for the answer.
12. Discover that there are all sorts of 'dangers' in any specific formulation of conclusions: dangers of exceeding authority or seeming to, of asserting more than is definitely known, of misinterpretation, misuse by uninformed teachers, criticism (and of course the danger of revealing that no one has a sound conclusion to offer).
13. Look for some remote philosophical basis for settling the problem, then a basis for that, then a basis for that, and so on back into Noah's Ark.
14. Retreat from the problem into endless discussion of various techniques for approaching it.
15. Put off recommendations until every related problem has been definitely settled by scientific research.
16. Retreat into general objectives on which everyone can agree but which suggest no content and no changes in the present program.
17. Find a face-saving verbal formula (like 'in a Pickwickian sense') which means nothing but which everyone will accept because he can read into it his own interpretation. This is the highest art of the good administrator.
18. Rationalize the status quo with minor improvements.
19. Retreat into analogies and discuss them until everyone has forgotten the original problem.
20. The reverse of 'begging the question'. Begin with a problem like 'What should be the content of our core course?' End with the conclusion that maybe we ought to have a core course.
21. Explain and clarify over and over again what you have already said.
22. As soon as any proposal is made, say that you have been doing it in your school for ten years, even though what you have been doing bears only the faintest resemblance to the proposal.
23. Appoint a committee.
24. Wait until some expert can be consulted.
25. Say, 'That is not on the agenda; we'll take it up later'. This may be extended ad infinitum.
26. Notice that the time is up. If other members of the group look surprised, list your engagements for the next two days.
27. Conclude that you have all clarified your thinking on the problem, even though no definite conclusions have been reached.

ESCAPE MECHANISMS (cont'd.)

28. Point out that some of the greatest minds have struggled with this problem, implying that it does us credit to have even thought of it.
29. Say forcefully, 'Do we really want this laid out cold for us?' Obviously we don't. Therefore, wet-nurse the problem.
30. Be thankful for the problem. It has stimulated our best thinking and has therefore contributed to our growth. It should get a medal.

Certainly with all these techniques, there is no excuse for awkwardness in problem-evasion."

by PAUL DIEDRICH

"REASONS WHY MY GRADE SHOULD BE RAISED"

1. There must be a mistake somewhere.
2. Neither at the time of mid-term nor at any time have I received my official warning; therefore, relying upon the college, I merely maintained my grade. Surely this must be a satisfactory grade.
3. I know many members of the section who did not do such good work as I did and who got better marks. I was recognized among my classmates as a good student — you can ask any of them.
4. I was not well at the time of the examination or else I was unwell on the evening before the examination.
5. This mark ruined my prospects of graduating (or of entering medical school, or, etc.)
6. This mark grieves my father (or other relatives) whose pride I am.
7. This is the only course in chemistry where I have received a poor grade. Surely all the other instructors were not mistaken in their appraisal of my work.
8. It is not a higher mark that I seek; I care nothing for marks. I think marks are wicked and I disapprove of them, even as I also disapprove of attendance and all requirements. However, this pernicious system of which I am the victim requires marks for achieving success and therefore I seek a higher mark.
9. I do not ask for a higher mark. I am merely discussing the matter abstractly. Therefore, I shall show you why I should be given a higher mark.
10. I am not asking for a higher mark, but I ask that it be proved to my satisfaction that I did not deserve a higher mark. I offer to cooperate with the instructor in a reconsideration of my paper.
11. Several men around me in the examination copied from my paper, yet I know that they received a higher mark than I did. Surely this is not fair!
12. The reason I did not do better is because I am very honest, whereas I do not wish to say anything against any of the other members of the class.
13. The examination was unfair and unfairly distributed over the subject.
14. The instructor was unfair.
15. The system of grading is unfair.
16. Some questions in the examination were graded too high (or too low) and should have been omitted or replaced or made optional.
17. Can't you do something for me? If you were in my situation, would you not desire a higher mark?
18. I am a poor boy who has to work for a living and, therefore, I was late or absent or had not the opportunity to study. Therefore, I should not be marked like the others but should be given a special bonus.
19. I live far away from the college and therefore I should be given a bonus.
20. My devotion to the college in extra-curricular activities (far more important than your course) handicapped me. The college should show its appreciation by giving me a bonus.
21. I have studied this subject from the broad philosophical standpoint and therefore I was unable to answer your technical questions.
22. The questions were ambiguous and therefore my answers should be graded according to the reasonable interpretation that I made of your questions.
23. I am a conscientious objector to examinations.

by PRESTON STEVENSON,
College of the City of New York

NOTE FROM THE RADIATION SUITE:

It is better to be X-irradiated than ultra-violated.

JOKE

Professor to student: "No, Miss Jones, the dogfish is not a grown-up mud puppy!"

CULTURE CORNER

AMPHIOXUS
Tune: Tipperary

A fish-like thing appeared among the
Annelids one day.
It hadn't any parapods or setae to
display.
It hadn't any eyes or jaws or ventral
nervous chord,
But it had a lot of gill slits and it
had a notochord!

Chorus

It's a long way from Amphioxus.
It's a long way to us.
It's a long way from Amphioxus
To the meanest human cuss.
Good bye fins and gill slits,
Welcome lungs and hair.
It's a long, long way from Amphioxus
But we came from there.

It wasn't much to look at and it scarce
knew how to swim,
And Nereis was very sure it didn't
spring from him,
The Molluscs wouldn't own it and the
Arthropods got sore.
So the poor thing had to burrow in the
sand along the shore.

TAPEWORM SONG
Tune: Whiffenpoof Song

We're poor little worms that have gone
astray,
Boo, hoo, hoo.
Hidden away from the light of day,
Boo, hoo, hoo.
Endoparasites are we
Doomed as such to obscurity;
Much worse off than a louse or flea,
Boo, hoo, hoo.

WORKING ON THE DOGFISH
Tune: Working on the Railroad

I've been working on the dogfish
All the livelong day,
I've been working on the dogfish
Just to pick the meat away.
Can't you smell the maceration
From Maine to Cal-i-for-ni-a?
All the people of the nation
Say, "Can't eat fish today!"

DOWN BY THE OLD LYMPH STREAM
(As Sung by Phagocyte)

Down by the old lymph stream,
Where I first met you,
We planned a rendezvous
Where a lymph node grew.
Your stained nuclear hue
Would be blue, I knew.
You looked so keen, My phagic queen,
Down by the old lymph stream.

OBJECTIVE TESTS
Tune: Reuben, Reuben

Teacher, Teacher, I've been thinking:
What an ogre you must be,
When you put a simple freshman
Through this torrid third degree.

Does Planaria have a coelom?
Does a tapeworm have a mouth?
Are the uropods of Crayfish
On the north side or the south?

What mysterious process makes the
Tail of tadpole disappear?
Is the gene for epilepsy
Linked to that for drinking beer?

Leeuwenhoek, the mighty searcher,
Can you tell if he did see
In the depths of dank dish-water
Tiny animalcule?

Who invented evolution?
Planted phylogenic trees?
Are diseases caused by germ cells?
How did Mendel cook those peas?

Indicate by plus or minus:
— Bedbugs breed bubonic plague.
— Tsetse carries sleeping sickness
On the tarsus of its leg.

— Cysticercus lurks in liver.
— Eyes of fruitflies are convex.
— Tricky Trichinella's toxic.
— Kinsey first discovered sex.

— Corti cooked up protoplasm.
— Weismann's theme goes on and on.
— Robert Hooke discovered hookworm.
What did Schleiden say to Schwann?

Socrates had lively pupils
Who enjoyed their little jests.
They gave hemlock to their teacher
For inventing true-false tests.

Fellow students, we must always
Greek tradition emulate.
Givers of objective quizes
Should expect a martyr's fate.

WHEN YOU WERE A DOGFISH
Tune: When you Wore a Tulip

When you were a dogfish
And I was a dogfish
And there were no men at all,
No one to inject us
No one to dissect us
To remove our spleen and gall.
Your mesopterygial
Was not yet vestigial,
Phalanges not yet the craze,
You had no cuboid or talus
When you were a Squalus,
Oh, them were the wonderful days!

O CHROMOSOME
Tune: My Maryland

Oh Chromosome, Oh Chromosome
How fateful is thy mission!
Thou givst to life variety
Not brought by simple fission.
From our remote antiquity
Thou bringest my heredity.
Oh Chromosome, Oh Chromosome
How fateful is thy mission!

Oh Chromosome, Oh Chromosome
What burdens dost thou carry!
Oh Chromosome, Oh Chromosome
One hardly dares to marry!
There's atrophy and cataract,
By which one may be blinded;
Epilepsy and wanderlust,
And even feeble-minded.

Oh Chromosome, Oh Chromosome
How fateful is thy mission!
Oh Chromosome, Oh Chromosome
How sad is my condition!
My grandsire's gift for writing well
Has gone to some lost polar cell;
So I give out this doggerel
I cannot do much better.

THE SAD FATE OF A YOUTHFUL SPONGE
Tune: John Brown's Body

There was a little blastula
No larger than a germ,
Who performed invagination
In his mother's ectoderm.
And then his nascent cilia
With joy began to squirm
In ecstasy supreme.

Chorus

Oh, the joy of locomotion
Down within the depths of ocean!
Oh, to feel the deep commotion
Within each blastomere!

No Protozoan can ever guess
The pleasure he did feel
When he felt within his ectoderm
A growing gastrocoele.
With joy and pride his polar cells
Began at length to reel
In foolish self-content.

Chorus

But oh, alas for youthful pride
As upward he did soar.
He caught a tuft of spicule
Upon his blastopore,
And trying hard to get it off
His ectoderm he tore.
A great big ugly rent.

Chorus

"Oh, mother dear", he cried in grief,
"Come quickly now and try
To heal my little ectoderm,
Or else I'll have to die."
But his mother dear was sessile,
And could only sit and cry
From her excurrent pore.

Cont'd. ...

Chorus

Now every night his little ghost
Within the deep is found,
Lamenting to the Annelids
That burrow in the ground.
The Hydroids wave their tentacles
And shudder at the sound
Of this familiar strain.

ODE TO THE BIOLOGY LABORATORY
Tune: Clementine

Lab'ratory, how I love thee —
Domicile of endless work.
Habitat of slides and sections,
Sometimes students gone beserk.

How I love thy smells and odours —
All the pungent, acrid scents;
Formalin, carbolic acid,
Alcohol in all percents.

Salamanders squirm and slither
Sending shivers up the spine.
Bull frogs croak and jump unending,
Rabbits sit and look benign.

Germs galore are found "in vitro",
Any species that you wish:
Influenza, typhoid, measles
Served you on a petri dish.

Blood tests taken to determine
Red and white corpuscle count,
Leave me with peculiar answers,
Fingers bleeding like a fount.

Microscopic slides of yeast cells
Show their powers to divide,
Illustrations of mitosis
Make me threaten prof-icide.

Laboratory, I still love thee,
Though thy perfumes nauseate.
If I die, I die victorious!
"Joys of science" compensate.

SHIP ME C.O.D. TO HADES
Tune: Mandalay

Ship me C.O.D. to Hades
Where there ain't no research work.
Where they give the biggest prizes
Always to the biggest shirk.
For I'm sick of over-staining,
And to mordant gives me pain,
So to Hades! On to Hades!
And we'll ne'er come back again.

Chorus

Never leave your early home,
Never touch a microtome,
Shun all vials, full of trials,
Where "Materials" doth roam.
Never do a double stain,
Single ones are just as vain,
So to Hades! On to Hades!
And we'll ne'er research again.

THE CELL THEORY

Imprisoned in this little cell
    Is all of heaven and of hell.
Each tiny mitochondrion
    Reflects a dullard or a don.
The genius and the wealth of Rome
    Were fashioned by the lysosome,
And Grecian splendour was a spasm
    Of reticular ergastoplasm.
We needn't wonder what begat us:
    It was the Golgi apparatus;
And what determined all our ways?
    — Deoxyribonuclease!
And all that shall be or has been
    Exploded from the mighty gene.

This tiny cell's so full of wonders
    We should forgive it a few blunders.
Although it always tries to please
    With a Plato or a Socrates,
Sometimes when aiming for a hero
    It falters — and turns out a Nero.
Be grateful, though, this midget bottle
    Also uncorked Aristotle.

So do not carp or criticize
    That all its offsprings are not wise,
And do not whisper with a leer
    That every man is not a seer.
When you deplore its faulty magic,
    Reflect — it might have been quite
        tragic —
A phylogenic travesty,
    Had all turned out like you and me!

I. N. DUBIN

PARASITES ON PARADE

Tune: My Bonnie Lies Over the Ocean

Amoebas abound in your kisses
And flagellates lurk on your lips,
Inside, you're all swarming with microbes:
E. coli, Giardia and sich.

Chorus

Lips, lips, lips, lips,
Sick microbes lie low on your lovely lush
        lips.
Lips, lips, lips, lips,
Too bad 'bout those two tempting lips.

Last night as you lay on your pillow,
A rhumba was danced in your blood,
Corpuscles were broken asunder,
And trypanosomes made love.

Chorus

Love, love, love, love,
Such scandalous doings in your very own
        blood.
Love, love, love, love,
Wee turtle doves woo in your blood.

You're nought but a mass of corruption
Passed down from a simian tree
To Adam and Eve and their offspring,
Who says we are equal and free?

Chorus

Free, free, free, free,
You think you are free from a germ jamboree
Free, free, free, free,
Who says you are parasite-free?

AND HOW DID YOU COME TO CHOOSE YOUR RESEARCH TOPIC .....?

In a lifetime busily devoted to collecting trivia, one of the most pleasurable pursuits I have yet come across is that of accumulating cases of the Apposite Author, or of the "nom juste". The event that initiated this harmless pastime occurred in my dim biological past; indeed, were it not for my awakening to the existence of the "nom juste", I would long since have forgotten it. The event was a course in the plant life of a certain part of England. The instructress was the possessor of the unlikely name of Miss Heather Twigg.

Since that day, many more cases of the "nom juste" have come to light. I would like to present for your quiet enjoyment a few from the world of science; they are all real, for I feel that while it would be of some transient amusement to bend the mind to their fabrication, a demonstration that the fates may actually have a hand in choosing the path of our futures is of far greater worth.

Symposium on the evolution of the Earth's Atmosphere. Chairman: Preston E. Cloud, Jr. Proc. Nat. Acad. Sci. 53, 1965.

Varicose Veins. R.R. Foote. C. V. Mosby, 1949.

RESEARCH TOPIC (cont'd.)

Relation between curiosity and security in preschool children. John M. Love. J. Genetic Psych. 107, 1965.

Masking of the American Cockroach Sex Attractant. L.A. Smalls. J. Economic Entomology 59, 1966.

Bibliography of Tumour Transplantation. A.H. Handler.

The biology of senescence. A. Comfort. London, 1956.

Blood groups in man. R.R. Race. Oxford, 1959.

The pattern and measurement of sexual behaviour in the male guinea pig. J.A. Grunt. J. Comp. Physiol. Psychol. 44, 1951.

A case of complete sex reversal in the adult pigeon. O. Riddle. Am. Nat. 58, 1924.

Cerebral basis of Consciousness. W.R. Brain. Brain 73, 1950.

IVOR HOARD

You think you've got problems ... Take the situation of "the early bird catching the worm" — we question the advantage of this to the worm!

CLASSIC BONERS

Contributed by the "Students" of Zoology 101, Univ. of Illinois

Peptide Linkage: joins two males in the female molecule.

Chromatophore: a cell that is responsible for the production of chromatin.
" : substance in cells that regulates chromosome size.

Down feather a type of feather used in making pillows.

Veins transport nerve cells through it and arteries don't.

Arteries transport blood and veins don't.

Diffusion: mixing of molecules of different substances, such as perfume in air.

Buffer: means to smooth down; OR: salts which buff or soften the blow of substances

Metabolism: the usage of broken down food particles.

Law of segregation: genes are segregated in no special pattern so that you may get tall or short.

Lactic acid is produced by cows and curdles milk.

Random assortment: any sperm can fertilize any egg.

Locomotion in Hydra: is by means of testicles. (SEX DRIVE!)

Polysaccharide: a sac-like animal with five sides.

Pressure changes in chest which result in inspiration and expiration are due to: a) poor lungs; b) chest too small; c) pregnancy.

When an egg develops without fertilization the process is pathogenic.

Example of periodicity in production of ova: female human beings ovulates every nine months at no special time.

Some secondary sex characteristics of females: 1) spreading of the hip region; 2) small neck; 3) docile acting; 4) slender and well-rounded thighs and figures; 5) hair in genital organs; 6) muscular development and pelvic mobility; 7) hair grows under arms and between legs.

Bile salts from gall bladder works on bile to produce gall stones.

Conjugation: male and female Coelenterata meet and coagulate.

DEFINITIONS OF "SCIENCE" (provided by Ist Year students, U. of T.)

Science is an endeavourment by man to study and learn about himself, the universe and discover new ideas which are unknown to him.

Science - a fascinating subject which includes and encompasses everything (except religion) in the world.

Science is the study of both living and dead bodies embodied in the universe.

Science - the study of causes and results of happenings.

Science is the quest for knowledge through trial and error.

Science is that discipline which deals with the way in which objects exist & function.

Science is a study of all living and non-living things. This excludes such non-living things as art, literature, etc.

Science is an awareness of life. Science is the study of facts.

Science - a term used to describe the study, in a logical deductive manner employing observation, experimentation, trial and error, and inductive methods, of many fields such as zoology, mathematics, etc., which effect our daily lives.

Science is the study of earthy materials.

Science is the study of the organic and inorganic world around us, whether living or dead, past, present, or future.

Science is the study related to the nature and mechanism of a think.

Science is a study of behaviour in a particular field.

Science is the branch by which you learn of your fellow human beings and your environment you live in.

Science is a study of anything and everything that occurs in our world that has its source in nature. The results of the study are most often tangible even though microscopic in some cases.

Science - a means by which man progresses. Science - modern thinking.

AND SO TO BED ..... 'til next issue!